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ABSTRACT

A project in Louisiana surveyed local vocational education programs and local application plans and compared them to assessed needs, skill levels, and quality program standards. The project was implemented through nine strategies, which included project staff development, assessment of local plans, needs assessment, development of an assessment implementation instrument, and compilation of data received through statewide dissemination of assessment instruments to local projects. The study found that vocational educators in Louisiana took the responsibility of assessing their programs seriously. The data revealed the following: an 86 percent degree of implementation regarding utilization of statewide competency-based curriculum guides, an 88 percent degree of implementation of course scope and sequences, an 83 percent degree of implementation of workplace competence standards, and incorporation of program improvement recommendations into inservice activities during summer programs in the state. (The project report is intended to serve as a model of how to conduct implementation assessment research.) Appendixes, which make up most of the document, include project memoranda and documentation, the assessment implementation survey forms for various institutions with results, and correspondence from the Louisiana Vocational Association regarding planning and implementation of the program. (KC)

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SURVEY AND COMPILATION OF LOCAL APPLICATION PLAN'S ASSESSED NEEDS

JAMES R. OWENS, Ph.D.

Funded by
The State of Louisiana
Department of Education
Office of Vocational Education

Southeastern Louisiana University
Hammond, Louisiana
September 16, 1991

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FOREWORD

In every society, education is the means to an end: citizens must acquire a basic knowledge that will enable them to survive. In a democratic society, education becomes the means by which the individuals have the opportunity to develop their personalities, their talents, their dreams.

Developing competent citizens who can be involved effectively in the affairs of this state and our nation is critically important to Louisiana's educators as we approach the 21st century. The young people in Louisiana's schools today must be fully prepared to accept tomorrow's leadership roles with the knowledge, skills, and values necessary to sustain a democratic society against the many complex problems that will face them, this nation, and the world. They must be able to acquire, analyze, and evaluate vast amounts of information, synthesize it into knowledge, and refine it into the wisdom needed by competent citizens. Through the educational processes, they must be guided in the developing of creative and critical thinking processes to the extent they are capable of standing confidently on their own feet, of making clear and effective judgements, and of transferring acquired knowledge and skills to new tasks and skills demanded by everchanging society.

This Research Guide, Survey and Compilation of Local Application Plan's Assessed Needs, was produced as a result of a project funded by the Louisiana Department of Education to Southeastern Louisiana University. This Model Unit represents the concerted efforts of university, technical institute, and secondary school personnel from throughout the State of Louisiana. This Unit has been field reviewed and incorporated into the Louisiana State Plan for Vocational Education.

We believe that this Guide will make a major contribution to the improvement of instruction in Vocational Education in Louisiana.

Wilmer S. Cody
State Superintendent of Education

ACKNOWLEDGEMENTS

This publication represents the cooperative efforts of personnel in the Industrial Technology Department, Southeastern Louisiana University, and the Coordinating Unit in the Office of Vocational Education, Louisiana Department of Education. Special recognition goes to Dr. James R. Owens who served as Project Director and to Louisiana Vocational Educators and Administrators who assisted in data acquisition in the development of the guide. Another highly significant contributor to this project was the final report editor, Dr. Florent Hardy, Jr.

C. R. Bell, Jr.
Acting Assistant Superintendent
VOCATIONAL EDUCATION

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The community surrounding a vocational school has a major influence on its curriculum offerings, since local labor supply and demand, program resources, and existing educational programs will aid curriculum planners in determining if established quality program standards can be met. Labor supply and demand data reflect the current employment situation in a community; program resources aid in determining the level of funding available, personnel on hand, and facilities and equipment; and existing educational programs point to voids in current curricula offerings.

Since 1980, high technology and related industries have developed rapidly in the United States. The declining oil and gas industry plus other economic factors have caused Louisiana to actively recruit such industry to meet present and future employment needs. However, the attraction and maintenance of high technology development requires effective communication between these industries and educational institutions. Therefore, it is the responsibility of the educational system to provide its graduates with relevant skills and knowledge for gainful employment.

Statement of the Problem

There is a need by administrators to conduct a Local Assessment of Program Quality and a Local Assessment of Skill Levels. The purpose of this project was to survey and compile local application plans submitted to the Office of Vocational Education, Louisiana State Department of Education.

Objectives

The underlying goal of this research project is to upgrade and improve both the curriculum and classroom and laboratory teaching offered in Louisiana vocational programs, thereby increasing the employability of the vocational education student.

The objectives of this proposed project were:

- TO CONDUCT A SURVEY OF LOCAL APPLICANTS' ASSESSED NEEDS AND COMPARE THIS DATA WITH QUALITY PROGRAM STANDARDS.
- TO CONDUCT A SURVEY OF LOCAL APPLICANTS' ASSESSMENT OF SKILL LEVELS AND ANALYZE THIS DATA FROM THE PERSPECTIVES OF EMPLOYABILITY.
- TO COMPILE AND ANALYZE ALL ASSESSMENT NEEDS DATA AND MAKE RECOMMENDATIONS TO THE OFFICE OF VOCATIONAL EDUCATION CONCERNING PROGRAM IMPROVEMENT.

Description of the Nature of the Problem

Vocational course content should not be based upon only what the teacher knows. It is true that an educator is a disseminator of knowledge; however, in Vocational Education this information must be based upon what Business and Industry demands. Needs assessment data secured through this study will help determine the necessary training and/or retraining of Vocational Education Personnel. Specifically, data acquired through this study will:

- ASSIST LOUISIANA IN EXPANDING, IMPROVING, MODERNIZING, AND DEVELOPING QUALITY VOCATIONAL EDUCATIONAL PROGRAMS IN ORDER TO

MEET THE NEEDS OF THE EXISTING AND FUTURE WORK FORCE FOR MARKETABLE SKILLS; AND TO IMPROVE PRODUCTIVITY AND PROMOTE ECONOMIC GROWTH.

- PROMOTE GREATER COOPERATION BETWEEN PUBLIC AGENCIES AND THE PRIVATE SECTOR IN PREPARING INDIVIDUALS FOR EMPLOYMENT, IN PROMOTING THE QUALITY OF VOCATIONAL EDUCATION IN LOUISIANA, AND IN MAKING THE VOCATIONAL SYSTEM MORE RESPONSIVE TO THE LABOR MARKET.
- PROVIDE VOCATIONAL EDUCATION SERVICES TO TRAIN, RETRAIN, AND UPGRADE EMPLOYED AND UNEMPLOYED WORKERS IN NEW SKILLS FOR WHICH THERE IS A DEMAND.

Educational Significance

Needs assessment information secured through this study can help establish future course/curricula requirements and determine the necessary vocational instructional staff in order to implement relevant educational programs. In view of statewide unemployment figures during recent years, such timely needs assessment data will assist in optimizing the limited capital and human resources available for the best interests of the state, community, school and student. Therefore, assessment statistics are essential to vocational administrators.

The following program criteria were reviewed, analysis conducted, and recommendations made:

- THE PERTINENCE OF PROGRAMS TO THE WORKPLACE AND TO NEW AND EMERGING TECHNOLOGIES.
- THE RESPONSIVENESS OF PROGRAMS TO THE CURRENT AND PROJECTED

OCCUPATIONAL NEEDS IN THE STATE.

- THE CAPACITY OF PROGRAMS TO FACILITATE ENTRY INTO, AND PARTICIPATION IN, VOCATIONAL EDUCATION AND TO EASE THE SCHOOL-TO-WORK AND SECONDARY-TO-POSTSECONDARY TRANSITION.
- THE TECHNOLOGICAL AND EDUCATIONAL QUALITY OF VOCATIONAL CURRICULA, EQUIPMENT, AND INSTRUCTIONAL MATERIALS TO ENABLE VOCATIONAL STUDENTS AND INSTRUCTORS TO MEET THE CHALLENGES OF INCREASED TECHNOLOGICAL DEMANDS OF THE WORKPLACE.
- THE CAPABILITY OF VOCATIONAL EDUCATION PROGRAMS TO MEET THE NEEDS FOR GENERAL OCCUPATIONAL SKILLS AND IMPROVEMENT OF ACADEMIC FOUNDATIONS IN ORDER TO ADDRESS THE CHANGING CONTENT OF JOBS.

Plan of Work

The project plan of work was implemented according to the following sequence:

September 28, 1990

Correspondence from C. R. Bell, Assistant Superintendent of Vocational Education, to university presidents and others regarding the new Carl Perkins and Applied Technology Act.

First Strategy - The memorandum was routed to the Project Director's attention by the President's Office at S.L.U. The Project Director contacted Dr. Florent Hardy, Director of the Coordinating Unit of the Louisiana Department of Education, to indicate interest in the local application plan's assessed needs research project.

October 1, 1990

Correspondence from C. R. Bell, Assistant Superintendent of Vocational Education, to selected state agencies (universities) and others regarding a public meeting concerning the new Carl Perkins and Applied Technology Education Act.

Second Strategy - The Project Director attended the October 10 meeting held in the A. D. Smith Auditorium of the Education Building in Baton Rouge. He spoke with Dr. Hardy and other Office of Vocational Education staff members about data to address guidelines, the Louisiana State Plan for Vocational Education, and compliance with federal mandates.

October 15, 1990

Correspondence from C. R. Bell, Assistant Superintendent of Vocational Education, to university vocational education contact persons and others regarding the Carl Perkins and Applied Technology Education Act - State Assessment.

Third Strategy - The Project Director completed the local assessment for S.L.U. which was forwarded to the Louisiana Department of Education. All of the 1991-92 local assessment instruments from the secondary or parish schools, vo-tech schools and universities were mailed to the Project Director at Southeastern.

November 2, 1990

Correspondence from J. R. Owens, Vocational Research Project Director, to all state vocational education administrators

regarding Local Application Plan's Assessed Needs.

Fourth Strategy - A needs assessment draft was developed and submitted to the Office of Vocational Education for comments and review.

November 14, 1990

Correspondence from C. R. Bell, Assistant Superintendent of Vocational Education, to James R. Owens concerning Carl Perkins and Applied Technology Implementation Sub-Committees.

Fifth Strategy - The Project Director attended the workshop held on November 26 in Baton Rouge, volunteered to serve on the assessment sub-committee, and was elected chairman.

November 27, 1990

Correspondence from J. R. Owens, Vocational Research Project Director, to Dr. Florent Hardy, Louisiana Department of Education regarding assessment.

Sixth Strategy - An assessment implementation instrument was developed and submitted by the Project Director to the Office of Vocational Education to be used by secondary schools, technical institutes, and universities.

January 4, 1991

Correspondence from C. R. Bell, Assistant Superintendent of Vocational Education, to university contact persons and others regarding the statewide assessment instrument.

Seventh Strategy - All final, revised, and completed instruments were FAXed to the Project Director by Dr. Florent Hardy from the Coordinating Unit, Louisiana Department of Education.

January 7, 1991

Correspondence from J. R. Owens, Vocational Research Project Director, to Dr. Florent Hardy, Louisiana Department of Education, regarding assessment.

Eighth Strategy - All local assessment instruments that were disseminated on October 15, 1990, were reviewed, data compiled, and summary submitted.

January 31, 1991

Ninth Strategy - All statewide assessment instruments that were disseminated on January 4, 1991, were reviewed, data compiled, and summary FAXed to the Louisiana Department of Education on January 22, 1991. The university, technical institute, secondary school, and combined data were mailed to the Louisiana Department of Education, Office of Vocational Education.

Dissemination

Information concerning the findings of this study will be shared with all faculty, educational institutions, state and local education agencies, and vocational administrators that participated in the study. The specific funding source is documented in the final report. Basic grant funding recommendations should be made that address quality vocational education with reference to local

needs assessment. This will occur only after the final project document has been accepted by the Office of Vocational Education and approved by the Board of Elementary and Secondary Education. It is the opinion of the project director that the study results should also be disseminated through inservice workshops because of the Federal funding source and nature of the data. Because of the significant decrease in Office of Vocational Education staff, it was the opinion of the Project Director that this data be utilized in planning the 1991 Louisiana Vocational Association (L.V.A.) annual inservice conference. As the project director was concurrently serving as President of L.V.A., these data were used extensively. Outstanding vocational programs were highlighted during the conference. Needs assessment data that emphasized quality components of vocational programs were utilized. Additionally, an increase in participation in the state professional organization by educators at all levels was realized.

Summary

For documentation concerning the Plan of Work, please refer to Appendix A which contains correspondence dated September 28, 1990 through January 31, 1991.

For documentation concerning dissemination and utilization of assessment data in conference planning, please refer to L.V.A. correspondence dated September 18, 1990 through June 19, 1991. (Please refer to Appendix B.)

Conclusions

Vocational educators in Louisiana took the responsibility of assessing their programs seriously. The combined university, technical institute and secondary school data revealed an eighty-six percent degree of implementation regarding utilization of statewide competency-based curriculum guides. An eighty-eight percent degree of course scope and sequence implementation as specified in Bulletins 741 and 1822 was recorded. Both of these quality level indicators related "directly to objective number one," were the highest degree of implementation, and correlated with quality program standards.

Objective number two pertained to data on employability. The eleventh quality level indicator referenced current and future workplace competencies. An eighty-three percent (cumulative) degree of implementation was reported by the combined total population, which was the third highest category.

The third objective referenced program improvement. Recommendations were incorporated into inservice activities during the L.V.A./Summer Inservice that addressed project objectives one and two through assessment analysis.

An example of assessment data incorporation into the L.V.A./ Summer Inservice Conference was the speech made during the opening General Session by Mr. Curtis F. Hoglan, President and Chief Executive Officer, Lafayette Economic Development Authority. He emphasized the importance of student skill attainment, job placement, secondary and postsecondary linkages, vocational

education program quality, current and future labor market needs, and the future demands of the workplace. Other presentations that directly related to assessment were: "Choices -- Another Look," "Tech Prep in Louisiana," "Integration of Academics and Vocational Education," "Articulation of Secondary and Postsecondary Business Education," "Learning from our Past; Looking to our Future," and "LOICC - Occupational Demands Update." Additional topics included "Assessing the Vocational Education Student," "Performance-Based Education," "Teaching Communications Skills," "Technical Education Academics," "Tech Prep and Trade and Industrial Education," "Business and Industry Partnerships," as well as "Student Testing - Program and Personnel - Accreditation."

APPENDIX

A

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
P. O. BOX 94064
BATON ROUGE, LOUISIANA 70804-9064

September 28, 1990

TO:
AFL-CIO President
Assistant Superintendent of Special Education Services
Chapter 1 Administrator
Community-Based Organization Presidents
Department of Corrections Secretary
LABI President
Louisiana Association for Counseling and Development Executive Director
Louisiana Association of School Superintendents President
Louisiana Parent-Teacher Organization Director
Parish/City School Superintendents
Private Industry Councils, Department of Employment and Training Liaison
Programs for Limited English Proficiency Students Administrator
Regional Management Center Directors
Sex Equity Administrator
State Council on Vocational Education Executive Director
Technical Institute Directors
University Presidents
Vocational Rehabilitation Director

FROM:
C. R. Bell, Jr.
Assistant Superintendent
Vocational Education

SUBJECT: Carl D. Perkins Vocational and Applied Technology Education Act of 1990

This memorandum serves to inform you of not only the passage of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 but also a specific provision of this legislation pertaining to a committee of practitioners to be appointed by the State Board of Elementary and Secondary Education; this committee is to be not only appointed but also convened within thirty (30) days of the law's enactment (signed by President Bush September 25, 1990). Listed below is the specific mandate regarding the committee:

> "... before the expiration of the 30-day period beginning on the date of the enactment of the Carl D. Perkins Vocational and Applied Technology Act Amendments of 1990, each state board receiving funds under this Act shall appoint the State Committee of Practitioners (in this section referred to as the "Committee") as prescribed by Section 512(a) after consulting with

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local school officials representing eligible recipients, and representatives of organized labor, business, superintendents, community-based organizations, private industry councils established under Section 102(a) of the Job Training Partnership Act, State Councils, parents, special populations, correctional institutions, (the administrator appointed under Section 111 ([b][1]), the State Administrator of programs assisted under part B of the Education of the Handicapped Act, the State Administrator of programs assisted under Chapter 1 of the Elementary and Secondary Act, the State Administrator of programs for students of limited English proficiency, and guidance counselors..."

I request that you apprise appropriate personnel of this vital information as soon as possible. Should you have either questions or concerns regarding this memorandum, you may contact Dr. Florent Hardy, Jr. at (504) 342-3525 at your convenience. As a result of the stringent timelines, a public meeting to discuss the new legislation shall be held later.

CRB:FS:all

c: Board of Trustees Director
Board of Regents Director
BESE Members

APPROVED: Wilmer S. Cody
Wilmer S. Cody
State Department of Education

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
P. O. BOX 94064
BATON ROUGE, LOUISIANA 70804-9064

1990-91
17-TI

October 15, 1990

To: City/Parish Directors/Supervisors of Vocational Education
Technical Institute Directors
University Vocational Education Contact Persons

From: C. R. Bell, Jr.
Assistant Superintendent
Office of Vocational Education

Subject: State Assessment
Carl D. Perkins Vocational and Applied Technology Education Act

In order to meet the local assessment requirement of the reauthorized Carl Perkins Act and to assure accountability by addressing the needs of the participants in Louisiana's vocational education program, the enclosed assessment instrument needs to be completed and submitted to the Office of Vocational Education. As discussed during the October 10, 1990 meeting in Baton Rouge, this assessment is a preliminary to the more thorough (objective measurable criteria) assessment which will be conducted later on this year.

Please complete and submit the enclosed to the

COORDINATING UNIT
ATT: LOCAL ASSESSMENT
ROOM 224 A
P.O. BOX 94064
BATON ROUGE, LA 70804-9064

This information should be submitted as soon as possible but NO LATER THAN FRIDAY, NOVEMBER 9, 1990.

Your prompt attention to this request will enable the Office of Vocational Education to proceed with the establishment of administrative guidelines as outlined in the new legislation without undue delay.

FH

Approved:

Wilmer S. Cody
Superintendent of Education

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STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
P. O. BOX 94064
BATON ROUGE, LOUISIANA 70804-9064

October 1, 1990

TO: Eligible Recipients, Carl Perkins Vocational Education Act
Board of Elementary and Secondary Education Members
State Council on Vocational Education Members
Selected State Agencies
Regional Management Center Directors

FROM: C. R. Bell, Jr. CB
Assistant Superintendent
Vocational Education

SUBJECT: The Carl D. Perkins Vocational and Applied Technology Act of 1990

As President Bush has signed into law our reauthorization bill, the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, we will be conducting a preliminary inservice session for all eligible recipients regarding this new legislation. I am certain you are aware that many changes are to take place with the implementation of the new Perkins law. Therefore, we feel it incumbent upon our office to initiate inservice in this regard.

The first session shall be conducted Wednesday, October 10, 1990. Beginning at 10:00 a.m., the meeting will convene in the A.D. Smith Auditorium, located on the 1st floor of the Education Building in Baton Rouge. We encourage your active participation in this meeting as we are presently coordinating data to formulate both lucid guidelines and a workable State Plan in compliance with the federal mandates. It would be advantageous for you to become familiar with the conference report already forwarded to you prior to attending this upcoming session.

Should you have either questions or concerns regarding this memorandum, you may call this office, at your convenience, at (504) 342-3525. Thank you for your continued cooperation and support.

FS:all

c: Dr. Florent Hardy, Jr.

APPROVED: Wilmer S. Cody
Wilmer S. Cody
State Superintendent of Education

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SUBMIT ONE (1) COPY.

1991-92 Fiscal Year

Eligible Recipient

To be completed by the LOCAL ADMINISTRATOR (One per eligible recipient)

In order to meet the intent of the Carl D. Perkins Vocational and Applied Technology Education Act, this self-assessment information by each eligible recipient shall provide the State with an overview of areas which need assistance to provide the highest quality programs and maximum skill levels to meet Louisiana's needs. Monitoring and evaluation activities of the Office of Vocational Education Staff will review the uses of funds to address local assessments.

These quality level indicators shall be incorporated into the development of the Local Application. Indicators of greatest need shall be given priority consideration.

DIRECTIONS: Rating scale is on a five (5) to one (1) scale. Five (5) represents the greatest need to improve quality in light of employability and one (1) represents the lowest. Circle the appropriate rating in each category.

5 = Greatest Need
4 = Significant Need
3 = Average Need
2 = Slight Need
1 = Lowest Need

Assess the quality level of your local vocational education programs in terms of:

		Rating
1.	Integration of Academic and Vocational Education	5 4 3 2 1
2.	Sequential courses of study leading to both Academic and Occupational Competencies	5 4 3 2 1
3.	Increased student work skill attainment and job placement	5 4 3 2 1
4.	Increased linkages between secondary and postsecondary educational institutions	5 4 3 2 1
5.	Instruction and experience, to the extent practicable, in all aspects of the industry the students are preparing to enter	5 4 3 2 1
6.	The ability of the local programs to meet the needs of the special populations with respect to vocational education	5 4 3 2 1
7.	Improving the quality of vocational education programs in schools with high concentrations of poor and low-achieving students	5 4 3 2 1
8.	The relevance of programs to the workplace and to the occupations for which students are to be trained	5 4 3 2 1
9.	The extent to which programs reflect a realistic assessment of current and future labor market needs, including needs in areas of emerging technologies	5 4 3 2 1
10.	The ability of the vocational curriculum, equipment, and instructional materials to meet the demands of the workforce.	5 4 3 2 1
11.	Basic and higher order current and future workplace competencies which will reflect the hiring needs of employers	5 4 3 2 1

*Special Populations - Includes individuals with handicaps, educationally and economically disadvantaged individuals (including foster children), individuals of limited English proficiency, individuals who participate in programs designed to eliminate sex bias, and individuals in correctional institutions.

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CAMPUS CORRESPONDENCE

SOUTHEASTERN LOUISIANA UNIVERSITY

TO: City/Parish Directors/Supervisors of Vocational Education
Technical Institute Directors
University Vocational Education Contact Persons

DATE: November 2, 1990

FROM: Dr. James R. Owens, Project Director

DRAFT

RE: LOCAL APPLICATION PLAN'S ASSESSED NEEDS

I was recently awarded a Carl D. Perkins Research Project by the Louisiana Department of Education, Office of Vocational Education. The purpose of the project is to conduct a survey and compilation of Local Application Plan's Assessed Needs. These data are for the 1990-91 fiscal year only.

The underlying goal of this research project is to provide information for the improvement of classroom and laboratory instruction in Louisiana vocational programs, thereby increasing the employability of all vocational education students. Assessment data will be compared with quality program standards and analyzed from the perspective of employability.

PLEASE complete the attached needs assessment and return it in the self-addressed, stamped envelope as soon as possible but **no later than Friday, November 30, 1990.** Your prompt attention to this timely request will enable the Office of Vocational Education to proceed with the establishment of administrative guidelines as outlined in the new Carl Perkins legislation.

JRO:bjl

Approved:

_____ Date: _____

C.R. Bell, Jr., Assistant Superintendent
Office of Vocational Education

c: Dr. F. Hardy, Director
Research Coordinating Unit

Parish City School Systems -- Blue
Technical Institute -- Yellow
Universities -- Green

NEEDS ASSESSMENT
(Only One Per Eligible Recipient)

Eligible Recipient _____ Date _____

1. What are the **needs** of the students enrolled in vocational education program area(s)? (*i.e.*, appropriate equipment, placement services, etc.)

2. In order to provide program quality for vocational education, list **program areas** that are in the greatest need(s) of federal funds. (Please list in order of importance or greatest need.)

GREATEST NEED

a.

b.

c.

d.

e.

f.

3. What services and activities are needed to insure **quality** vocational education is provided to all vocational students?

Handicapped:

Services -

Activities -

Disadvantaged:

Services -

Activities -

Limited English Proficient:

Services -

Activities -

Adult Training and Retraining:

Services -

Activities -

Single Parent/Homemaker:

Services -

Activities -

Sex Bias/Stereotyping:

Services -

Activities -

Criminal Offenders:

Services -

Activities -

Title II - Part B:

Services -

Activities -

Consumer and Homemaking:

Services -

Activities -

4. Is there a need to improve/expand **outreach** activities? If yes, please explain.

5. Is there a need to improve/expand the **assessment** process for **special needs** students? If yes, please explain.

6. In order to provide a quality comprehensive **career guidance** and counseling program, list services and activities that are needed by all vocational students:

Handicapped:

Services -

Activities -

Disadvantaged:

Services -

Activities -

Limited English Proficient:

Services -

Activities -

Adult Training and Retraining:

Services -

Activities -

Single Parent/Homemaker:

Services -

Activities -

Sex Bias/Stereotyping:

Services -

Activities -

Criminal Offenders:

Services -

Activities -

Title II - Part B:

Services -

Activities -

Consumer and Homemaking:

Services -

Activities -

_____

Survey Compiler

Please return to: **James R. Owens**
P. O. Box 847 - SLU
Hammond, LA 70402-0847

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
P. O. BOX 94064
BATON ROUGE, LOUISIANA 70804-9064

November 14, 1990

TO: Dr. James Owens

FROM: Mr. C. R. Bell, Jr.
Assistant Superintendent
Office of Vocational Education

SUBJECT: Implementation Sub-Committees for the Carl D. Perkins Vocational and Applied Technology Education Act of 1990

The staff of the Office of Vocational Education, Louisiana Department of Education, has established appropriate committees to assist not only the Office of Vocational Education but also the statewide Committee of Practitioners (see 512 of Perkins Act) in implementing the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. Your willingness to serve in this capacity is appreciated. Listed below are the committees needed to attain our objectives.

1. Assessment
2. Community Based Organizations
3. Consumer and Homemaking
4. Corrections
5. Definitions
6. Guidance and Counseling
7. Local Plan/Postsecondary
8. Local Plan/Secondary
9. Local Plan/University
10. Sex Equity
11. Single Parent
12. Special Populations
13. Standards and Measures
14. State Plan
15. Tech Prep

We shall convene, Monday, November 26, 1990, at 8:00 a.m. at the Baton Rouge Technical Institute located at 3250 North Acadian Thruway in Baton Rouge (see enclosed map). At this time, you will receive your committee assignment; an appropriate member of the Office of Vocational Education staff will facilitate each committee. You will be reimbursed travel expenses in accordance with state regulations. Those of you needing to travel the previous evening may want to make hotel reservations. We look forward to having both a cooperative professional venture and beneficial experience in seeking not only federal compliance but also effective leadership in vocational education for our State the next five years.

Feel free to call Dr. Florent Hardy, Jr., at (504) 342-3535, at your convenience, should you have either questions or concerns regarding this important request.

CRB:sky

Enclosures

cc: Dr. Florent Hardy, Jr.
BESE Members
Committee of Practitioners
State Council Executive Director and Members

"An Equal Opportunity Employer"

THE CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT OF 1990

SUB-COMMITTEE MEETINGS -- AGENDA

MONDAY, NOVEMBER 26, 1990
BATON ROUGE TECHNICAL INSTITUTE
STUDENT ACTIVITY CENTER
8:00 - 4:30

REGISTRATION

WELCOME

INTRODUCTIONS

OVERVIEW OF THE AGENDA OF WORK

SUB-COMMITTEE ACTIVITY:
SELECTION OF CHAIRPERSON AND RECORDER
DISCUSSION OF TOPIC
COMPILATION OF SUMMARY REPORT AND RECOMMENDATIONS

LUNCH

COMPLETION OF WORK

ADJOURNMENT

OFFICE OF VOCATIONAL EDUCATION
CARL D. PERKINS AD HOC COMMITTEE

CONNIE BUCK
LYNN ENGLAND
FLORENT HARDY, JR., CHR
THELMA HUGHES
JOY JOSEPH
CLEVELAND MARCHAND
JERRY O'SHEE
GERALD SAUCIER
FRED SHIRLEY

Parish/City Schools -- blue
Technical Institutes -- yellow
Universities -- green

DRAFT

ASSESSMENT IMPLEMENTATION
(only one per eligible recipient)

Eligible Recipient _____ Date _____

The following 11 quality level indicators shall be incorporated into the development of local plan applications. A significant majority of the indicators were rated as "average" to "great need." Please indicate the degree of assessment implementation by your school system, technical institute, or university for each indicator by circling the appropriate percentage designation. THANKS!

	Degree of Implementation				
1. Integration of Academic and Vocational Education					
a. Utilization of statewide competency-based curriculum guides	100%	75%	50%	25%	0%
b. Cooperative relationships between academic and vocational teachers, (i.e., joint meetings, number of meetings, etc.)	100%	75%	50%	25%	0%
c. Utilization of resource materials within the vocational classrooms such as book reports, library assignments, technical manuals, etc.	100%	75%	50%	25%	0%
2. Sequential courses of study leading to both Academic and Occupational Competencies					
a. Course scope and sequence requirements as specified in Bulletin 741.	100%	75%	50%	25%	0%
b. Statewide assessment such as graduation requirements, math and English proficiency exams, etc.	100%	75%	50%	25%	0%
c. Specific standardized exams (i.e., NOCTI, nursing exam, etc.)	100%	75%	50%	25%	0%
3. Increased student work skill attainment and job placement					
a. Job placement and follow-up study data such as placement rates	100%	75%	50%	25%	0%
b. Employer surveys and graduate satisfaction statistics	100%	75%	50%	25%	0%
4. Increased linkages between secondary and postsecondary educational institutions					
a. Written articulation agreements between secondary, post secondary-technical, and universities	100%	75%	50%	25%	0%
b. Dual enrollment on campuses within the service area	100%	75%	50%	25%	0%
5. Instruction and experience, to the extent practicable, in all aspects of the industry the students are preparing to enter					
a. The facility/equipment reflects contemporary industry	100%	75%	50%	25%	0%
b. Utilization of LOICC data that includes labor supply and demand statistics at the regional and local level	100%	75%	50%	25%	0%
c. External consultants from appropriate industry used to assess level of industrial preparation	100%	75%	50%	25%	0%

Southeastern
Louisiana
University

Department of
Industrial Technology

P.O. Box 347, SLU
Hammond, LA 70402

504-549-2189

November 27, 1990

Dr. Florent Hardy, Director
Research Coordinating Unit
State of Louisiana
Office of Vocational Education
State Department of Education
P. O. Box 94064
Baton Rouge, LA 70804-9064

RE: ASSESSMENT

Dear Dr. Hardy:

I feel that you conducted the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 workshop on November 26th in a very professional and informative manner. I recognize that it is a monumental task to coordinate the involvement of so many individuals in so many varied and diverse activities.

Attached is a draft of the assessment instrument that was developed by the following individuals: Jim Owens, Chairman; Levator Boyd, Recorder; O. J. Doré, Peggy Poche, and Dr. Joe Kotrlik. Please note that it is a "draft" and can be revised based upon new information or directions obtained within the near future.

Sincerely,

Jim

James R. Owens, Head
Department of Industrial Technology

JRO:bjl

6. The ability of the local programs to meet the needs of the special populations with respect to vocational education

a.	**The degree or extent of curriculum modifications**	100%	75%	50%	25%	0%
b.	**Major equipment modifications**	100%	75%	50%	25%	0%
c.	**Individual classroom modifications**	100%	75%	50%	25%	0%
d.	**The utilization of supportive personnel**	100%	75%	50%	25%	0%
e.	**The utilization of instructional aids and devices**	100%	75%	50%	25%	0%

7. Improving the quality of vocational education programs in schools with high concentrations of poor and low-achieving students

a.	**Determinations regarding funding level match with the identified population (i.e., poor and low achieving students, Pell grant recipients, chapter one eligibility, staff sheet usage, or performance based criteria such as G.P.A.) are utilized**	100%	75%	50%	25%	0%

8. The relevance of programs to the workplace and to the occupations for which students are to be trained

a.	**The extent or usage of LOICC data and other supply and demand work place data for local area**	100%	75%	50%	25%	0%
b.	**Equipment usage and skill acquisition is related to local technical needs**	100%	75%	50%	25%	0%

9. The extent to which programs reflect a realistic assessment of current and future labor market needs, including needs in areas of emerging technologies

a.	**Personnel projections, enrollment trends, and equipment needs are based upon LOICC projections to not duplicate obsolete technology**	100%	75%	50%	25%	0%

10. The ability of the vocational curriculum, equipment, and instructional materials to meet the demands of the workforce

a.	**Plans for the upgrade of obsolete existing equipment (i.e., replace with automated delivery systems that are utilized by contemporary industry) are stated with implementation timelines**	100%	75%	50%	25%	0%

11. Basic and higher order current and future workplace competencies which will reflect the hiring needs of employers

a.	**Pre-employment work maturity competencies: job seeking/keeping skills, punctuality, ethics, communication skills, and activities to assure that students are technologically literate are addressed**	100%	75%	50%	25%	0%

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Survey Compiler

Please return to Dr. Florent Hardy in the self-addressed, stamped envelope by January 31, 1991 or sooner. THANKS AGAIN!!!

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
P. O. BOX 94064
BATON ROUGE, LOUISIANA 70804-9064

1990-91
36 TI

January 4, 1991

TO: Directors/Supervisors, Secondary Vocational Education
Directors, Technical Institutes
Contact Persons, Colleges/Universities with terminal Vocational Education Associate Degree programs

FROM: C. R. Bell, Jr.
Assistant Superintendent
Office of Vocational Education

SUBJECT: Statewide Assessment Instrument

Enclosed is a copy of the assessment instrument devised for the development of the State Plan to implement the Carl D. Perkins Vocational and Applied Technology Act of 1990. Please read the instructions carefully and provide your input as soon as possible but no later than Friday, January 11, 1991. This information will be incorporated into the State Plan draft which will be presented to the Vocational Technical Committee of the State Board of Elementary and Secondary Education at its January 23, 1991 meeting.

The Office of Vocational Education fax number is (504) 342-7856 should you desire to forward your response in such a manner. I shall keep you apprised of proceedings regarding both the development and adoption of the State Plan.

As always, I appreciate your continued cooperation and encouragement which have helped Louisiana to be on schedule in meeting the stringent timelines required by the new Act. Feel free to call me at (504) 342-3525, should you have concerns regarding this urgent request.

CRB:rch

Enclosure

cc: Dr. James Owens
Superintendents, LEA's
Directors, Regional Management Centers
Presidents, Colleges/Universities
State Council for Vocational Education, Members and Staff

Approved:

Wilmer S. Cody
State Superintendent of Education

"An Equal Opportunity Employer"

ASSESSMENT IMPLEMENTATION
(Only one per eligible recipient)

_____ _____

Eligible Recipient Date

The following 11 quality level indicators shall be incorporated into the development of the State Plan. Please indicate the degree of implementation by your school system, technical institute, or institution with terminal associate degree programs for each indicator by circling the appropriate percentage designation.

	Degree of Implementation				
1. Integration of Academic and Vocational Education					
a. Utilization of statewide competency-based curriculum guides	100%	75%	50%	25%	0%
b. Cooperative relationships between academic and vocational teachers, (i.e., joint meetings, number of meetings, etc.)	100%	75%	50%	25%	0%
c. Utilization of resource materials within the vocational classrooms such as book reports, library assignments, technical manuals, etc.	100%	75%	50%	25%	0%
d. Professional development activities	100%	75%	50%	25%	0%
2. Sequential courses of study leading to both Academic and Occupational Competencies					
a. Course scope and sequence requirements as specified in Bulletins 741 and 1822.	100%	75%	50%	25%	0%
b. Statewide assessment such as graduation requirements, math and English proficiency exams, etc.	100%	75%	50%	25%	0%
c. Specific standardized exams (i,e., NOCTI, nursing exam, etc.)	100%	75%	50%	25%	0%
3. Increased student work skill attainment and job placement					
a. Job placement	100%	75%	50%	25%	0%
b. Follow-up study data	100%	75%	50%	25%	0%
c. Employer surveys	100%	75%	50%	25%	0%
d. Completer satisfaction statistics	100%	75%	50%	25%	0%

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4. Increased linkages between secondary and postsecondary educational institutions	100%	75%	50%	25%	0%
a. Written articulation agreements between secondary, postsecondary-technical, and universities	100%	75%	50%	25%	0%
b. Dual enrollment on campuses within the service area	100%	75%	50%	25%	0%
5. Instruction and experience, to the extent practicable, in all aspects of the industry the students, including special populations, are preparing to enter					
a. The facility/equipment reflects contemporary industry	100%	75%	50%	25%	0%
b. Utilization of LOICC data that includes labor supply and demand statistics at the regional and local level	100%	75%	50%	25%	0%
c. External consultants from appropriate industry used to assess level of industrial preparation	100%	75%	50%	25%	0%
d. Career guidance activities to include job-ready skills, responsibilities and opportunities	100%	75%	50%	25%	0%
6. The ability of the local programs to meet the needs of the special populations with respect to vocational education					
a. The degree or extent of curriculum modifications	100%	75%	50%	25%	0%
b. Major equipment modifications	100%	75%	50%	25%	0%
c. Individual classroom modifications	100%	75%	50%	25%	0%
d. The utilization of supportive personnel, including career guidance	100%	75%	50%	25%	0%
e. The utilization of instructional aids and devices	100%	75%	50%	25%	0%
7. Improving the quality of vocational education programs in schools with high concentrations of poor and low-achieving students					
a. Determinations regarding funding level match with the identified population (i.e., poor and low achieving students, Pell grant recipients, Chapter 1 eligibility, staff sheet usage, or performance-based criteria such as G.P.A.) are utilized	100%	75%	50%	25%	0%
b. Addressing "comparability" as included in the Act Section 113 (b)(19).	100%	75%	50%	25%	0%

8. The relevance of programs to the workplace and to the occupations for which students, including special populations, are to be trained
   a. The extent or usage of LOICC data and other supply and demand workplace data for the local area — 100% 75% 50% 25% 0%
   b. Equipment usage and skill acquisition are related to local technical needs — 100% 75% 50% 25% 0%

9. The extent to which programs reflect a realistic assessment of current and future labor market needs, including needs in areas of emerging technologies
   a. Personnel projections, enrollment trends, and equipment needs are based on LOICC projections not to duplicate obsolete technology — 100% 75% 50% 25% 0%
   b. Attention to needs of new and emerging occupations — 100% 75% 50% 25% 0%

10. The ability of the vocational curriculum, equipment, and instructional materials to meet the demands of the workforce
   a. Plans for the upgrade of obsolete existing equipment (i.e., replace with automated delivery systems that are utilized by contemporary industry) are stated with implementation timelines — 100% 75% 50% 25% 0%
   b. Curriculum review by industry — 100% 75% 50% 25% 0%
   c. Textbook adoption — 100% 75% 50% 25% 0%

11. Basic and higher order current and future workplace competencies which will reflect the hiring needs of employers
   a. Pre-employment work maturity competencies:
      1. Job seeking/keeping skills — 100% 75% 50% 25% 0%
      2. Punctuality — 100% 75% 50% 25% 0%
      3. Ethics — 100% 75% 50% 25% 0%
      4. Communication skills — 100% 75% 50% 25% 0%
   b. Activities to assure that students are technologically literate are addressed — 100% 75% 50% 25% 0%

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Southeastern Louisiana University
Department of Industrial Technology
P.O. Box 847, SLU
Hammond, LA 70402
504-549-2189

January 7, 1991

Dr. Florent Hardy, Director
Research Coordinating Unit
State of Louisiana
Office of Vocational Education
State Department of Education
P. O. Box 94064
Baton Rouge, LA 70804-9064

Dear Dr. Hardy:

Attached are the cumulative ratings of the 1991-92 local assessments. To aid in the interpretation of mean scores of any of the eleven quality level statements, the following classification scheme is presented:

Range	Score	Description
1 - 1.5	1	Lowest need
1.51 - 2.5	2	Slight need
2.51 - 3.5	3	Average need
3.51 - 4.5	4	Significant need
4.51 - 5	5	Greatest need

The mean scores for universities, vocational-technical institutes and secondary programs are attached. Please note that the total for "B. Vo-Tech Schools" does not include Baton Rouge Regional, Memorial Area, Slidell, T. H. Harris, Oakdale, Avoyelles, or Claiborne institutes. Also, the following secondary schools were not in the materials for our completion: Acadia, Assumption, Beauregard, East Carroll, Evangeline, Ouachita, Red River, St. Martin, and West Feliciana.

If I can be of further assistance, please feel free to call me.

Sincerely,

James R. Owens, Head
Department of Industrial Technology

JRO:bjl

SUBMIT ONE (1) COPY.

1991-92 Fiscal Year

Eligible Recipient

To be completed by the LOCAL ADMINISTRATOR (One per eligible recipient)

In order to meet the intent of the Carl D. Perkins Vocational and Applied Technology Education Act, this self-assessment information by each eligible recipient shall provide the State with an overview of areas which need assistance to provide the highest quality programs and maximum skill levels to meet Louisiana's needs. Monitoring and evaluation activities of the Office of Vocational Education Staff will review the uses of funds to address local assessments.

These quality level indicators shall be incorporated into the development of the Local Application. Indicators of greatest need shall be given priority consideration.

DIRECTIONS: Rating scale is on a five (5) to one (1) scale. Five (5) represents the greatest need to improve quality in light of employability and one (1) represents the lowest.
Circle the appropriate rating in each category.

5 = Greatest Need
4 = Significant Need
3 = Average Need
2 = Slight Need
1 = Lowest Need

Assess the quality level of your local vocational education programs in terms of:

		Rating
1.	Integration of Academic and Vocational Education	5 4 3 2 1
2.	Sequential courses of study leading to both Academic and Occupational Competencies	5 4 3 2 1
3.	Increased student work skill attainment and job placement	5 4 3 2 1
4.	Increased linkages between secondary and postsecondary educational institutions	5 4 3 2 1
5.	Instruction and experience, to the extent practicable, in all aspects of the industry the students are preparing to enter	5 4 3 2 1
*6.	The ability of the local programs to meet the needs of the special populations with respect to vocational education	5 4 3 2 1
7.	Improving the quality of vocational education programs in schools with high concentrations of poor and low-achieving students	5 4 3 2 1
8.	The relevance of programs to the workplace and to the occupations for which students are to be trained	5 4 3 2 1
9.	The extent to which programs reflect a realistic assessment of current and future labor market needs, including needs in areas of emerging technologies	5 4 3 2 1
10.	The ability of the vocational curriculum, equipment, and instructional materials to meet the demands of the workforce.	5 4 3 2 1
11.	Basic and higher order current and future workplace competencies which will reflect the hiring needs of employers	5 4 3 2 1

*Special Populations - Includes individuals with handicaps, educationally and economically disadvantaged individuals (including foster children), individuals of limited English proficiency, individuals who participate in programs designed to eliminate sex bias, and individuals in correctional institutions.

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A. UNIVERSITIES.....TOTAL # 16

1. 3.5
2. 3.2
3. 3.9
4. 3.4
5. 3.6
6. 3.6
7. 3.4
8. 3.3
9. 3.5
10. 4.3
11. 3.8

B. VO-TECH SCHOOLS.....TOTAL #38

1. 4.1
2. 3.7
3. 4.0
4. 3.7
5. 3.9
6. 3.9
7. 4.1
8. 4.1
9. 4.2
10. 4.5
11. 4.1

C. SECONDARY SCHOOLS OR PARISH SCHOOLS.....TOTAL #56

1. 3.8
2. 3.6
3. 4.0
4. 3.5
5. 3.9
6. 3.6
7. 3.8
8. 3.9
9. 4.1
10. 4.2
11. 4.0

ASSESSMENT IMPLEMENTATION
(Only one per eligible recipient)

TECHNICAL INSTITUTES: POPULATION = 22 — Eligible Recipient

JANUARY 31, 1991 — Date

The following 11 quality level indicators shall be incorporated into the development of the State Plan. Please indicate the degree of implementation by your school system, technical institute, or institution with terminal associate degree programs for each indicator by circling the appropriate percentage designation.

	Degree of Implementation					
1. Integration of Academic and Vocational Education						
a. Utilization of statewide competency-based curriculum guides	100%	75%	50%	25%	0%	97.72%
b. Cooperative relationships between academic and vocational teachers, (i.e., joint meetings, number of meetings, etc.)	100%	75%	50%	25%	0%	67.04%
c. Utilization of resource materials within the vocational classrooms such as book reports, library assignments, technical manuals, etc.	100%	75%	50%	25%	0%	77.27%
d. Professional development activities	100%	75%	50%	25%	0%	80.68%
2. Sequential courses of study leading to both Academic and Occupational Competencies						
a. Course scope and sequence requirements as specified in Bulletins 741 and 1822.	100%	75%	50%	25%	0%	92.04%
b. Statewide assessment such as graduation requirements, math and English proficiency exams, etc.	100%	75%	50%	25%	0%	57.95%
c. Specific standardized exams (i,e., NOCTI, nursing exam, etc.)	100%	75%	50%	25%	0%	68.18%
3. Increased student work skill attainment and job placement						
a. Job placement	100%	75%	50%	25%	0%	77.27%
b. Follow-up study data	100%	75%	50%	25%	0%	77.27%
c. Employer surveys	100%	75%	50%	25%	0%	68.18%
d. Completer satisfaction statistics	100%	75%	50%	25%	0%	68.18%

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4. Increased linkages between secondary and postsecondary educational institutions	100%	75%	50%	25%	0%	
a. Written articulation agreements between secondary, postsecondary-technical, and universities	100%	75%	50%	25%	0%	37.50%
b. Dual enrollment on campuses within the service area	100%	75%	50%	25%	0%	53.40%
5. Instruction and experience, to the extent practicable, in all aspects of the industry the students, including special populations, are preparing to enter						
a. The facility/equipment reflects contemporary industry	100%	75%	50%	25%	0%	79.54%
b. Utilization of LOICC data that includes labor supply and demand statistics at the regional and local level	100%	75%	50%	25%	0%	65.90%
c. External consultants from appropriate industry used to assess level of industrial preparation	100%	75%	50%	25%	0%	71.59%
d. Career guidance activities to include job-ready skills, responsibilities and opportunities	100%	75%	50%	25%	0%	81.81%
6. The ability of the local programs to meet the needs of the special populations with respect to vocational education						
a. The degree or extent of curriculum modifications	100%	75%	50%	25%	0%	73.86%
b. Major equipment modifications	100%	75%	50%	25%	0%	59.09%
c. Individual classroom modifications	100%	75%	50%	25%	0%	69.31%
d. The utilization of supportive personnel, including career guidance	100%	75%	50%	25%	0%	73.86%
e. The utilization of instructional aids and devices	100%	75%	50%	25%	0%	79.54%
7. Improving the quality of vocational education programs in schools with high concentrations of poor and low-achieving students						
a. Determinations regarding funding level match with the identified population (i.e., poor and low achieving students, Pell grant recipients, Chapter 1 eligibility, staff sheet usage, or performance-based criteria such as G.P.A.) are utilized	100%	75%	50%	25%	0%	80.68%
b. Addressing "comparability" as included in the Act Section 113 (b)(19).	100%	75%	50%	25%	0%	70.45%

8. The relevance of programs to the workplace and to the occupations for which students, including special populations, are to be trained						
a. The extent or usage of LOICC data and other supply and demand workplace data for the local area	100%	75%	50%	25%	0%	70.45%
b. Equipment usage and skill acquisition are related to local technical needs	100%	75%	50%	25%	0%	85.22%
9. The extent to which programs reflect a realistic assessment of current and future labor market needs, including needs in areas of emerging technologies						
a. Personnel projections, enrollment trends, and equipment needs are based on LOICC projections not to duplicate obsolete technology	100%	75%	50%	25%	0%	76.13%
b. Attention to needs of new and emerging occupations	100%	75%	50%	25%	0%	73.86%
10. The ability of the vocational curriculum, equipment, and instructional materials to meet the demands of the workforce						
a. Plans for the upgrade of obsolete existing equipment (i.e., replace with automated delivery systems that are utilized by contemporary industry) are stated with implementation timelines	100%	75%	50%	25%	0%	75.00%
b. Curriculum review by industry	100%	75%	50%	25%	0%	85.22%
c. Textbook adoption	100%	75%	50%	25%	0%	85.22%
11. Basic and higher order current and future workplace competencies which will reflect the hiring needs of employers						
a. Pre-employment work maturity competencies:						
1. Job seeking/keeping skills	100%	75%	50%	25%	0%	89.77%
2. Punctuality	100%	75%	50%	25%	0%	90.90%
3. Ethics	100%	75%	50%	25%	0%	89.77%
4. Communication skills	100%	75%	50%	25%	0%	82.95%
b. Activities to assure that students are technologically literate are addressed	100%	75%	50%	25%	0%	87.50%

ASSESSMENT IMPLEMENTATION
(Only one per eligible recipient)

SECONDARY PROGRAMS: POPULATION = 45 — JANUARY 31, 1991
Eligible Recipient — Date

The following 11 quality level indicators shall be incorporated into the development of the State Plan. Please indicate the degree of implementation by your school system, technical institute, or institution with terminal associate degree programs for each indicator by circling the appropriate percentage designation.

	Degree of Implementation					
1. Integration of Academic and Vocational Education						
a. Utilization of statewide competency-based curriculum guides	100%	75%	50%	25%	0%	88.33%
b. Cooperative relationships between academic and vocational teachers, (i.e., joint meetings, number of meetings, etc.)	100%	75%	50%	25%	0%	68.33%
c. Utilization of resource materials within the vocational classrooms such as book reports, library assignments, technical manuals, etc.	100%	75%	50%	25%	0%	74.44%
d. Professional development activities	100%	75%	50%	25%	0%	65.55%
2. Sequential courses of study leading to both Academic and Occupational Competencies						
a. Course scope and sequence requirements as specified in Bulletins 741 and 1822.	100%	75%	50%	25%	0%	91.66%
b. Statewide assessment such as graduation requirements, math and English proficiency exams, etc.	100%	75%	50%	25%	0%	92.22%
c. Specific standardized exams (i,e., NOCTI, nursing exam, etc.)	100%	75%	50%	25%	0%	41.11%
3. Increased student work skill attainment and job placement						
a. Job placement	100%	75%	50%	25%	0%	48.33%
b. Follow-up study data	100%	75%	50%	25%	0%	53.33%
c. Employer surveys	100%	75%	50%	25%	0%	47.77%
d. Completer satisfaction statistics	100%	75%	50%	25%	0%	52.22%

4. Increased linkages between secondary and postsecondary educational institutions	100%	75%	50%	25%	0%	
a. Written articulation agreements between secondary, postsecondary-technical, and universities	100%	75%	50%	25%	0%	21.11%
b. Dual enrollment on campuses within the service area	100%	75%	50%	25%	0%	26.11%
5. Instruction and experience, to the extent practicable, in all aspects of the industry the students, including special populations, are preparing to enter						
a. The facility/equipment reflects contemporary industry	100%	75%	50%	25%	0%	62.22%
b. Utilization of LOICC data that includes labor supply and demand statistics at the regional and local level	100%	75%	50%	25%	0%	49.44%
c. External consultants from appropriate industry used to assess level of industrial preparation	100%	75%	50%	25%	0%	36.66%
d. Career guidance activities to include job-ready skills, responsibilities and opportunities	100%	75%	50%	25%	0%	66.66%
6. The ability of the local programs to meet the needs of the special populations with respect to vocational education						
a. The degree or extent of curriculum modifications	100%	75%	50%	25%	0%	72.22%
b. Major equipment modifications	100%	75%	50%	25%	0%	58.88%
c. Individual classroom modifications	100%	75%	50%	25%	0%	62.22%
d. The utilization of supportive personnel, including career guidance	100%	75%	50%	25%	0%	71.66%
e. The utilization of instructional aids and devices	100%	75%	50%	25%	0%	79.44%
7. Improving the quality of vocational education programs in schools with high concentrations of poor and low-achieving students						
a. Determinations regarding funding level match with the identified population (i.e., poor and low achieving students, Pell grant recipients, Chapter 1 eligibility, staff sheet usage, or performance-based criteria such as G.P.A.) are utilized	100%	75%	50%	25%	0%	82.77%
b. Addressing "comparability" as included in the Act Section 113 (b)(19).	100%	75%	50%	25%	0%	68.88%

8. The relevance of programs to the workplace and to the occupations for which students, including special populations, are to be trained						
a. The extent or usage of LOICC data and other supply and demand workplace data for the local area	100%	75%	50%	25%	0%	55.55%
b. Equipment usage and skill acquisition are related to local technical needs	100%	75%	50%	25%	0%	71.11%
9. The extent to which programs reflect a realistic assessment of current and future labor market needs, including needs in areas of emerging technologies						
a. Personnel projections, enrollment trends, and equipment needs are based on LOICC projections not to duplicate obsolete technology	100%	75%	50%	25%	0%	65.55%
b. Attention to needs of new and emerging occupations	100%	75%	50%	25%	0%	68.88%
10. The ability of the vocational curriculum, equipment, and instructional materials to meet the demands of the workforce						
a. Plans for the upgrade of obsolete existing equipment (i.e., replace with automated delivery systems that are utilized by contemporary industry) are stated with implementation timelines	100%	75%	50%	25%	0%	72.77%
b. Curriculum review by industry	100%	75%	50%	25%	0%	43.88%
c. Textbook adoption	100%	75%	50%	25%	0%	77.77%
11. Basic and higher order current and future workplace competencies which will reflect the hiring needs of employers						
a. Pre-employment work maturity competencies:						
1. Job seeking/keeping skills	100%	75%	50%	25%	0%	81.66%
2. Punctuality	100%	75%	50%	25%	0%	85.00%
3. Ethics	100%	75%	50%	25%	0%	83.33%
4. Communication skills	100%	75%	50%	25%	0%	78.33%
b. Activities to assure that students are technologically literate are addressed	100%	75%	50%	25%	0%	73.88%

ASSESSMENT IMPLEMENTATION
(Only one per eligible recipient)

UNIVERSITIES: POPULATION = 6 — Eligible Recipient

JANUARY 31, 1991 — Date

The following 11 quality level indicators shall be incorporated into the development of the State Plan. Please indicate the degree of implementation by your school system, technical institute, or institution with terminal associate degree programs for each indicator by circling the appropriate percentage designation.

	Degree of Implementation					
1. Integration of Academic and Vocational Education						
a. Utilization of statewide competency-based curriculum guides	100%	75%	50%	25%	0%	29.17%
b. Cooperative relationships between academic and vocational teachers, (i.e., joint meetings, number of meetings, etc.)	100%	75%	50%	25%	0%	70.83%
c. Utilization of resource materials within the vocational classrooms such as book reports, library assignments, technical manuals, etc.	100%	75%	50%	25%	0%	83.33%
d. Professional development activities	100%	75%	50%	25%	0%	75.00%
2. Sequential courses of study leading to both Academic and Occupational Competencies						
a. Course scope and sequence requirements as specified in Bulletins 741 and 1822.	100%	75%	50%	25%	0%	45.83%
b. Statewide assessment such as graduation requirements, math and English proficiency exams, etc.	100%	75%	50%	25%	0%	100%
c. Specific standardized exams (i,e., NOCTI, nursing exam, etc.)	100%	75%	50%	25%	0%	66.67%
3. Increased student work skill attainment and job placement						
a. Job placement	100%	75%	50%	25%	0%	75.00%
b. Follow-up study data	100%	75%	50%	25%	0%	58.33%
c. Employer surveys	100%	75%	50%	25%	0%	54.16%
d. Completer satisfaction statistics	100%	75%	50%	25%	0%	50.00%

4. Increased linkages between secondary and postsecondary educational institutions	100%	75%	50%	25%	0%	
a. Written articulation agreements between secondary, postsecondary-technical, and universities	100%	75%	50%	25%	0%	41.66%
b. Dual enrollment on campuses within the service area	100%	75%	50%	25%	0%	33.33%
5. Instruction and experience, to the extent practicable, in all aspects of the industry the students, including special populations, are preparing to enter						
a. The facility/equipment reflects contemporary industry	100%	75%	50%	25%	0%	83.33%
b. Utilization of LOICC data that includes labor supply and demand statistics at the regional and local level	100%	75%	50%	25%	0%	29.16%
c. External consultants from appropriate industry used to assess level of industrial preparation	100%	75%	50%	25%	0%	33.33%
d. Career guidance activities to include job-ready skills, responsibilities and opportunities	100%	75%	50%	25%	0%	70.83%
6. The ability of the local programs to meet the needs of the special populations with respect to vocational education						
a. The degree or extent of curriculum modifications	100%	75%	50%	25%	0%	58.33%
b. Major equipment modifications	100%	75%	50%	25%	0%	54.16%
c. Individual classroom modifications	100%	75%	50%	25%	0%	50.00%
d. The utilization of supportive personnel, including career guidance	100%	75%	50%	25%	0%	62.50%
e. The utilization of instructional aids and devices	100%	75%	50%	25%	0%	66.66%
7. Improving the quality of vocational education programs in schools with high concentrations of poor and low-achieving students						
a. Determinations regarding funding level match with the identified population (i.e., poor and low achieving students, Pell grant recipients, Chapter 1 eligibility, staff sheet usage, or performance-based criteria such as G.P.A.) are utilized	100%	75%	50%	25%	0%	87.50%
b. Addressing "comparability" as included in the Act Section 113 (b)(19).	100%	75%	50%	25%	0%	58.33%

8. The relevance of programs to the workplace and to the occupations for which students, including special populations, are to be trained						
a. The extent or usage of LOICC data and other supply and demand workplace data for the local area	100%	75%	50%	25%	0%	62.50%
b. Equipment usage and skill acquisition are related to local technical needs	100%	75%	50%	25%	0%	87.50%
9. The extent to which programs reflect a realistic assessment of current and future labor market needs, including needs in areas of emerging technologies						
a. Personnel projections, enrollment trends, and equipment needs are based on LOICC projections not to duplicate obsolete technology	100%	75%	50%	25%	0%	70.83%
b. Attention to needs of new and emerging occupations	100%	75%	50%	25%	0%	87.50%
10. The ability of the vocational curriculum, equipment, and instructional materials to meet the demands of the workforce						
a. Plans for the upgrade of obsolete existing equipment (i.e., replace with automated delivery systems that are utilized by contemporary industry) are stated with implementation timelines	100%	75%	50%	25%	0%	87.50%
b. Curriculum review by industry	100%	75%	50%	25%	0%	62.50%
c. Textbook adoption	100%	75%	50%	25%	0%	87.50%
11. Basic and higher order current and future workplace competencies which will reflect the hiring needs of employers						
a. Pre-employment work maturity competencies:						
1. Job seeking/keeping skills	100%	75%	50%	25%	0%	83.30%
2. Punctuality	100%	75%	50%	25%	0%	83.30%
3. Ethics	100%	75%	50%	25%	0%	79.16%
4. Communication skills	100%	75%	50%	25%	0%	70.83%
b. Activities to assure that students are technologically literate are addressed	100%	75%	50%	25%	0%	91.66%

ASSESSMENT IMPLEMENTATION
(Only one per eligible recipient)

COMBINED TOTAL = POPULATION = 73 — Eligible Recipient

JANUARY 31, 1991 — Date

The following 11 quality level indicators shall be incorporated into the development of the State Plan. Please indicate the degree of implementation by your school system, technical institute, or institution with terminal associate degree programs for each indicator by circling the appropriate percentage designation.

	Degree of Implementation					
1. Integration of Academic and Vocational Education						
a. Utilization of statewide competency-based curriculum guides	100%	75%	50%	25%	0%	86.30%
b. Cooperative relationships between academic and vocational teachers, (i.e., joint meetings, number of meetings, etc.)	100%	75%	50%	25%	0%	68.15%
c. Utilization of resource materials within the vocational classrooms such as book reports, library assignments, technical manuals, etc.	100%	75%	50%	25%	0%	76.02%
d. Professional development activities	100%	75%	50%	25%	0%	70.89%
2. Sequential courses of study leading to both Academic and Occupational Competencies						
a. Course scope and sequence requirements as specified in Bulletins 741 and 1822.	100%	75%	50%	25%	0%	88.01%
b. Statewide assessment such as graduation requirements, math and English proficiency exams, etc.	100%	75%	50%	25%	0%	82.53%
c. Specific standardized exams (i,e., NOCTI, nursing exam, etc.)	100%	75%	50%	25%	0%	51.36%
3. Increased student work skill attainment and job placement						
a. Job placement	100%	75%	50%	25%	0%	59.24%
b. Follow-up study data	100%	75%	50%	25%	0%	60.95%
c. Employer surveys	100%	75%	50%	25%	0%	54.45%
d. Completer satisfaction statistics	100%	75%	50%	25%	0%	56.84%

4. Increased linkages between secondary and postsecondary educational institutions	100%	75%	50%	25%	0%	
a. Written articulation agreements between secondary, postsecondary-technical, and universities	100%	75%	50%	25%	0%	27.73%
b. Dual enrollment on campuses within the service area	100%	75%	50%	25%	0%	34.93%
5. Instruction and experience, to the extent practicable, in all aspects of the industry the students, including special populations, are preparing to enter						
a. The facility/equipment reflects contemporary industry	100%	75%	50%	25%	0%	69.17%
b. Utilization of LOICC data that includes labor supply and demand statistics at the regional and local level	100%	75%	50%	25%	0%	52.73%
c. External consultants from appropriate industry used to assess level of industrial preparation	100%	75%	50%	25%	0%	46.91%
d. Career guidance activities to include job-ready skills, responsibilities and opportunities	100%	75%	50%	25%	0%	71.57%
6. The ability of the local programs to meet the needs of the special populations with respect to vocational education						
a. The degree or extent of curriculum modifications	100%	75%	50%	25%	0%	71.57%
b. Major equipment modifications	100%	75%	50%	25%	0%	58.56%
c. Individual classroom modifications	100%	75%	50%	25%	0%	63.35%
d. The utilization of supportive personnel, including career guidance	100%	75%	50%	25%	0%	71.57%
e. The utilization of instructional aids and devices	100%	75%	50%	25%	0%	78.42%
7. Improving the quality of vocational education programs in schools with high concentrations of poor and low-achieving students						
a. Determinations regarding funding level match with the identified population (i.e., poor and low achieving students, Pell grant recipients, Chapter 1 eligibility, staff sheet usage, or performance-based criteria such as G.P.A.) are utilized	100%	75%	50%	25%	0%	82.53%
b. Addressing "comparability" as included in the Act Section 113 (b)(19).	100%	75%	50%	25%	0%	68.49%

8. The relevance of programs to the workplace and to the occupations for which students, including special populations, are to be trained						
a. The extent or usage of LOICC data and other supply and demand workplace data for the local area	100%	75%	50%	25%	0%	60.61%
b. Equipment usage and skill acquisition are related to local technical needs	100%	75%	50%	25%	0%	76.71%
9. The extent to which programs reflect a realistic assessment of current and future labor market needs, including needs in areas of emerging technologies						
a. Personnel projections, enrollment trends, and equipment needs are based on LOICC projections not to duplicate obsolete technology	100%	75%	50%	25%	0%	69.17%
b. Attention to needs of new and emerging occupations	100%	75%	50%	25%	0%	71.91%
10. The ability of the vocational curriculum, equipment, and instructional materials to meet the demands of the workforce						
a. Plans for the upgrade of obsolete existing equipment (i.e., replace with automated delivery systems that are utilized by contemporary industry) are stated with implementation timelines	100%	75%	50%	25%	0%	74.65%
b. Curriculum review by industry	100%	75%	50%	25%	0%	57.87%
c. Textbook adoption	100%	75%	50%	25%	0%	80.82%
11. Basic and higher order current and future workplace competencies which will reflect the hiring needs of employers						
a. Pre-employment work maturity competencies:						
1. Job seeking/keeping skills	100%	75%	50%	25%	0%	84.24%
2. Punctuality	100%	75%	50%	25%	0%	86.64%
3. Ethics	100%	75%	50%	25%	0%	84.93%
4. Communication skills	100%	75%	50%	25%	0%	79.10%
b. Activities to assure that students are technologically literate are addressed	100%	75%	50%	25%	0%	79.45%

APPENDIX

B

LOUISIANA VOCATIONAL ASSOCIATION CORRESPONDENCE

TO: EXECUTIVE BOARD OFFICERS
LIAISON BOARD MEMBERS
EXECUTIVE COUNCIL MEMBERS

DATE: SEPTEMBER 18, 1990

FROM: James R. Owens, Ph.D., President

RE: OCTOBER EXECUTIVE COUNCIL MEETING

A joint Louisiana Vocational Association/Louisiana Department of Education 1991 Conference and In-Service Workshop planning session will be held on **Friday, October 12**, 1990, from 2:00 p.m. to 4:30 p.m. in the LaPlace Room at the Ramada Hotel located at 1480 Nicholson Drive, Baton Rouge, Louisiana.

An Executive Council meeting and committee meetings will be held on **Saturday, October** 13, 1990 from 9:00 a.m. to 12:00 noon in the Mouton Room at the Great Hall of the Bellemont Hotel located at 7370 Airline Highway, Baton Rouge, Louisiana. The purpose of this meeting will be to discuss officer and committee responsibilities, committee assignments, committee budgets, time lines, and a 1990-91 program of work.

I have obtained several complimentary rooms through the Baton Rouge Area Convention and Visitors Bureau for those of you that reside over 200 miles away from Baton Rouge. Please call Beverly McNeese immediately so that she can coordinate room arrangements. She may be reached at the following telephone numbers: (504) 356-0940 or (504) 344-2465, ext. 424.

If you need to contact me, please call (504) 549-2189 or LINC 651-2189 [work] or (504) 642-5736 [home].

If you are unable to attend this meeting, please notify Beverly or myself. Thank you for your time and commitment to vocational education.

JRO:bjl

BEST COPY AVAILABLE

LOUISIANA VOCATIONAL ASSOCIATION CORRESPONDENCE

TO: Executive Board Members
Executive Council Members
Liaison Board Members
Committee Chairpersons

DATE: December 11, 1990

FROM: James R. Owens, Ph.D., President

RE: JANUARY EXECUTIVE COUNCIL MEETING

An Executive Council meeting is scheduled from 1:00 p.m. - 3:30 p.m., Friday, January 11, 1991, at the Sheraton Pierremont in Shreveport. We will also meet from 9:00 a.m. to 12:00 noon on Saturday, January 12 and tour the Bossier Civic Center and conclude any unfinished business from the preceding Executive Council meeting.

Mr. Raymond Bell, Assistant Superintendent of Vocational Education, has requested the following changes to the tentative 1991 LVA/SDE Conference schedule that we planned at our October meeting. Begin the conference on Tuesday, August 6, with registration from 12:00 - 2:00 p.m., and the first general session from 2:00 - 4:00 p.m.. At four o'clock the Department of Education staff will coordinate hotel reimbursement arrangements. The Exhibitors' Gala will remain, as last year, from 5:00 - 7:00 p.m. The divisional inservice workshops, exhibit schedule, LVA business meeting, luncheons, receptions, etc., on Wednesday and Thursday will be the same as last year. The morning of Friday, August 9 will be devoted to additional divisional inservice workshops, an LVA Executive Council meeting, and evaluation/reimbursements.

This should be the final program change. The division presidents need to continue working with the Louisiana Department of Education, Office of Vocational Education staff regarding specific inservice activities. An LVA newsletter with a sample conference program will be mailed on April 15, 1991. Mrs. Judy Wade has met with all hotel properties in Lafayette and negotiations are proceeding in a timely manner.

I have obtained several complimentary rooms through the Shreveport Bossier Convention and Tourist Bureau for those of you that reside over 200 miles from Shreveport. Please call Beverly McNeese immediately so that she can coordinate room arrangements. You may reach her at the following telephone numbers: (504) 356-0940 or (504) 344-2465, extension 424.

If you need to contact me, please call (504) 549-2189 or LINC 651-2189 [work] or (504) 642-5736 [home].

If you are unable to attend this meeting, please notify Beverly or myself. Thank you for your assistance. Best wishes to you and yours for a Merry Christmas and Happy Holiday Season!

JRO:bjl

c: Beverly McNeese
Raymond Bell

LOUISIANA VOCATIONAL ASSOCIATION CORRESPONDENCE

TO: LVA Officers
Division Presidents
Division President-Elects
Liaison Officers
Committee Chairpersons

DATE: January 21, 1991

FROM: James R. Owens, Ph.D., President

RE: MEETING HELD JANUARY 11 AND 12

Thank you for your attendance and participation in the LVA Executive Committee meeting held January 11 and 12 in Shreveport. I trust that everyone had a safe and uneventful journey home. Listed are a few dates and/or events to keep in mine:

1. February 14th (Valentine's Day) is the deadline to submit articles to be included in the LVA Newsletter which will be disseminated April 15th (TAX Day).

2. Rosamond Nicolosi has been sent address labels to mail the membership/registration form that was revised last Saturday morning. She needs your final input by January 31st.

3. O. J. Doré will be corresponding with you in the near future concerning nominations for the office of President-Elect (address labels sent).

4. Mary Pat Younger will be contacting you concerning awards. This includes information about the Outstanding New Vocational Teacher that was disseminated at our meeting for Brenda Singley (address labels also sent).

5. Information concerning "Program of Work" has been forwarded to Pat Crawford. She may be contacting you in the near future for assistance.

6. If you have any information regarding legislative concerns, please contact Bob Buck as soon as possible. He will need input before March 11 for the policy seminar in Washington, D. C.

7. Please continue working with Department of Education program managers, Liaison Representatives, and Program Directors on the Summer Conference Program. They should know how many hours will be required per day for in-service activities and exhibit viewing.

8. If you have any suggestions for general session speakers, please let me know immediately.

9. Ted Ardoin needs any financial assistance for the Louisiana Leadership Program that you might provide before mid-February.

10. Christina Knight, our new LVA Executive Director, may be currently contacted at (504) 356-0940 or (504) 924-2516 at night.

Again, thanks for your untiring efforts. It is a real pleasure to work with true professionals like you.

JRO:bjl

LOUISIANA VOCATIONAL ASSOCIATION CORRESPONDENCE

TO: Executive Council Officers
Division Presidents
Division President-Elects
Committee Chairpersons
Liaison Board Members

DATE: March 4, 1991

FROM: James R. Owens, Ph.D., President

RE: APRIL EXECUTIVE BOARD MEETING

The purpose of this correspondence is to request your presence and participation in an L.V.A. Executive Council meeting to be held on Friday, April 12, 1991, from 1:30 to 4:30 p.m. at the Lafayette Hilton and Towers, 1521 Pinhook Road, Lafayette. Please make every effort possible to attend this final meeting before the August conference. We will discuss hotel assignments and reservations, direct billing/reimbursements and the conference final program. I am also requesting a "short" report by all committee chairpersons. I anticipate that Saturday morning will be spend concluding any unfinished business from the preceding evening. We will meet at 8:30 a.m. at the Hotel Acadiana, next to the Hilton on Pinhook Road. Division presidents may want to finalize meeting room requests, meal function arrangements, etc. with the hotels and restaurants while in Lafayette on Friday and Saturday.

If you reside 200 or more miles from the Lafayette area, please call Christina Knight at (504) 767-2161 in the morning or (504) 767-3100 at night to reserve a room. We are in the process of trying to secure complimentary rooms at this time. The deadline for this telephone call is Monday, April 1, 1991. No fooling!

Again, thanks for everything and "see you in Lafayette."

JRO:bjl

c: Raymond Bell
Christina Knight

LOUISIANA VOCATIONAL ASSOCIATION, INC.
AFFILIATED WITH THE
AMERICAN VOCATIONAL ASSOCIATION, INC.

TO: All Committee Members and Chairpersons Date: June 19, 1991

FROM: James R. Owens, President

RE: 1991 CONFERENCE RESPONSIBILITIES

The purpose of this correspondence is to highlight certain activities in the program that will involve you. Because this event is less than two months away, I am in the process of finalizing all arrangements. All committees will meet from **9:00 a.m to 10:00 a.m., Tuesday, August 6 at The Hilton** located at 1521 Pinhook Road in Lafayette. A list of the committees and room assignments is as follows:

Auditing and Finance - Cedar Room
Constitution and Nominating - Maple Room
Awards - Willow Room
Legislative - Rose Down Room
Membership and Memorial- Elmwood Room
Public Relations - Oak Alley Room
Program of Work - Cypress Room
Resolutions - Magnolia Room

An Executive Council meeting will be held from 10:00 a.m. to 11:00 a.m. to finalize all arrangements concerning this year's conference. This meeting will be held in the Ashland Room at the Hilton.

All committee chairpersons will need to have three (3) typed copies of their committee report. The three copies of this compilation of your year's activities will be disseminated to the LVA Secretary, LVA President, and LVA Executive Director at the Business Meeting from 10:00 a.m. to 11:30 a.m. on Thursday, August 8 at the Hotel Acadiana. You will be asked to present a brief oral report of your committee accomplishments during the 1990-91 year to the LVA general membership at that time.

All committee members will receive this correspondence. However, I do request that you remind your committee members of the importance of their attendance at your meeting from 9:00 a.m. to 10:00 a.m. on Tuesday, August 6, 1991.

See you in Lafayette in August, and thank you for your support!

JRO:bjl

c: Judy Wade

P.O. Box 82810 • Baton Rouge, LA 70884-2810 • (504) 767-2161 Office